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ABSTRACT

Few events in history have had as far-reaching an effect on people's lives as the Holocaust. To stop the devastating cycle of hatred and prejudice, prevention needs to start in the classroom. Through education, teachers can bring light upon the horrible practices that took place in the past. In this curriculum unit intended for use in grades 6 through 8, students will read from a variety of primary and secondary sources that will broaden their view. The unit pairs the classic work, "Anne Frank: Diary of a Young Girl" with two young adult novels: "Night" and "I Have Lived a Thousand Years: Growing Up in the Holocaust." The three books offer different perspectives of lives lived during the Holocaust. The curriculum unit is divided into the following parts: I. Rationale; II. Objectives; III. Motivations (true/false quiz; examine food; KWL mobiles; quick writes; challenging questions; guided imagery; Holocaust pictures); IV. Pre-reading Activities (read survivor stories; anticipation guides; "The Colors of Us," Karen Katz; prejudice and discrimination; primary vs. secondary sources; jigsaw; activity centers; propaganda); V. During Reading (journal questions for "Anne Frank"; character graphic organizer; literature circles ("Night" and "I Have Lived a Thousand Years"); VI. After Reading (literature circle activities; "Anne Frank"); VII. Study Guide Questions; VIII. Discussion Questions; IX. Vocabulary; X. Assessment (quizzes; unit test); XI. Books and Materials; and XII. Adaptations. (NKA)

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ED 466 557

CS

Remembering the Holocaust

Michelle Keller
April 18, 2002

Anne Frank: The Diary of a Young Girl

I have lived a thousand years: Growing up in the Holocaust
By Livia Bitton-Jackson

Night
By Elie Wisel

Grades Intended: 6-8th

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CS 511 200

Remembering the Holocaust

I. Rational for Unit

II. Objectives

III. Motivations
- a. True/ False Quiz
- b. Examine Food
- c. KWL Mobiles
- d. Quick Writes
- e. Challenging Questions
- f. Guided Imagery
- g. Holocaust Pictures

IV. Pre-reading Activities
- a. Read Survivor Stories (magazine articles)
- b. Anticipation Guides
- c. *The Colors of Us*, Karen Katz
- d. Prejudice and Discrimination
- e. Primary vs. Secondary Sources
- f. Jigsaw
- g. Activity Centers
- h. Propaganda

V. During Reading
- a. Journal Questions for Anne Frank
- b. Character Graphic Organizer
- c. Literature Circles
  - Night
  - I Have Lived a Thousand Years: Growing up in the Holocaust

VI. After Reading
- a. Literature Circle Activities
  - i. Survival Map
  - ii. Bio Poem
  - iii. Selection of Quotes
  - iv. Diorama
  - v. Letter to character
  - vi. Interview
  - vii. Research WWII
  - viii. Character report card
  - ix. Newspaper
  - x. Found Poem
  - xi. Act out scene
  - xii. Self Created

b. Anne Frank
    i. Guest Speaker
    ii. Internet tour of secrete annex
    iii. Venn Diagram comparing Protagonists

VII. Study Guide Questions

VIII. Discussion Questions

IX. Vocabulary

X. Assessment
a. Quizzes
b. Unit Test

XI. Books and Materials

XII. Adaptations

Rationale

Few events in history have the far-reaching affect that the Holocaust does on our lives today. In order to stop the devastating cycle of hatred and prejudice, prevention needs to start in the classroom. Through education, teachers can bring light onto the horrible practices that took place not only in the past, but today as well.

One book cannot possibly allow a reader to see the entire impact of the Holocaust. Through this unit, students will read from a variety of primary and secondary sources that will widen their view. I paired the classic, Anne Frank: The Diary of a Young Girl, with two other young adult novels: Night and I Have Lived a Thousand Years: Growing up in the Holocaust. These novels are similar to Anne Frank because they are about adolescences who lived during the Holocaust. Anne Frank, however, offers a unique view since it was written as a diary during her time in hiding. The other novels were written by survivors in memory of their experience.

These three novels offer different perspectives of lives during the Holocaust. Anne Frank tells the story of a young girl and her family living in hiding. Until the end they were protected from the torture outside. Night and Lived a Thousand Years are a contrast because the characters experience life in Jewish ghettos, concentration, and labor camps.

Objectives

The student will be able to:

Define Holocaust.

Locate Germany, Demark, Great Britain, Poland on a map of Europe.

Explain the difference between primary and secondary sources.

Explain how the anti-Jewish laws affect the Franks.

Use graphic organizers for characterization.

Trace character routes on map.

Examine novels through Historical, Biographical, and Sociological Perspectives.

Compare types of propaganda.

Describe conditions in labor and concentration camps.

Compare and contrast past and present discrimination issues.

Compare and contrast protagonist in YA novels to Anne Frank through Venn Diagrams.

Create character descriptions in form of a poem.

Collect passages of importance.

Propose individual project.

Discuss the changes that took place in Anne Frank throughout her diary.

Evaluate value of point of view on novels.

Evaluate own personal biases.

Assess own learning.

Motivations

I. True/ False Survey on Holocaust- discuss reactions

T F The only people killed during the Holocaust were Jewish.
T F The Holocaust could never happen again.
T F The Holocaust took place during the American Revolution.
T F Anne Frank published her diary and made lots of money.
T F Two out of every 3 Jewish people in Europe were killed during the Holocaust.

II. Examine food eaten by those in labor and concentration camps

As students enter the room, have sample food that could have been eaten.
For example: rotten lettuce, spoiled soup, stale bread with mold, water with hair and worms as soup

III. KWL Mobiles

Have students create individual mobiles

- One shape for what the student Knows about the Holocaust.
- One shape for what the student Wants to learn about the Holocaust.
- One shape for what the student Learns about the Holocaust.

Student will have time during class to add to KWL Mobile.

IV. Quick write:

If you were to go into hiding, and could only take what you could put into your book bag, what would you take?

If you could pick 5 people to share one room with for 2 years, 24 hours a day, who would you choose and why?

If you were in Anne's place, going in hiding for several years, would you continue to do school work? Why or why not? If you wouldn't what would you do with your time?

V. Challenging Questions

Display a quote or difficult open-ended question on the overhead as the students enter the classroom. Ask the students to reflect on the quote or question. Ask them to respond with their reaction. Give 5 minutes.

Example:
Discuss poem by Martin Niemoller:

'First they came for the Jews and I did not speak out because I was not a Jew. Then they came for the communists and I did not speak out because I was not a communist. Then they came for the trade unionists and I did not speak out because I was not a trade unionist. Then they came for me and there was not one left to speak out for me.'

VI. Guided Imagery

Open class with a descriptive image. Have students close eyes and picture the scene and feelings related to the image.

- describe scene in camp
- describe feeling of isolation while hiding in a barn
- describe the morning a family has to leave home to go to a ghetto

VII. Holocaust Pictures

As students enter the room, have pictures from the holocaust on desk or taped on the wall. Have Anne Frank web pages displayed on in class computers

Allow students to look at the pictures and brose the pages online
Holocaust Pictures Exhibition: http://www.fmv.ulg.ac.be/schmitz/holocaust.html

Prereading

I. Read Survivor Stories

Magazine articles

Rosie Article

II. Anticipation Guides

Agree/ Disagree with statements
Take Notes
Review answers

III. *The Colors of Us* Karen Katz

Read picture book
Investigate with paint the colors of each of our skin
ex: cinnamon, French toast, chocolate, creamy peanut butter, peachy, honey
See how each is not back or white: each is unique

IV. Prejudice and discrimination

Read: "The Ball" by Hans Peter Richter
From: Voices of the Holocaust

Discuss meaning

Add to vocabulary journals

Activity: Keep a log of your television watching, and record in it all the instances you believe a character is being treated as a stereotype.

V. Primary vs. Secondary Sources

Give students and example of primary source (letter) and secondary source (text book)
Have students create definition of each
Discuss as class
Add to Vocabulary journals

VI. Jigsaw

Divide up Introduction in Witness to War, by Michael Leapman

Each expert group will have to teach the section to their home group.

Activity: Fill out study guide outline.

VII. Activity Centers

Anti Jewish Laws (Yellow stars, loss of jobs, no public life)
Jewish traditions (Holidays, Sabbath, Passover, Rosh Hashanah)
Concentration/ Labor Camps
Ghettos (history of, Medieval times, conditions)

V. Propaganda

Students will explore various types of propaganda. Each will find three examples and explain how it works.
See following page

Propaganda

- **Propaganda** is any organized widespread attempt to influence people's thinking or behavior.
- Can be used for good as well as bad purposes
- Used to sell cereal, promote political candidates, create scapegoats
- Most effective propaganda appeals to the emotions of its audience instead of logic or reason

Types of Propaganda

Name-calling- attaching derogatory labels
Glittering Generalities- using vague words or ideas to make something acceptable
Transfer – associating a person or idea with something everyone thinks is good
Testimonial – getting a well-known person to endorse another person's product or idea
Plain folks, common man –candidates going out of their way to appear to be 'just like us'
Card-stacking – showing only the good side of anything
Bandwagon – convincing people that everyone else is doing the same thing
Half-truths – using a germ of easily perceived truths makes the validity of the entire package more acceptable
Loaded words – using words whose connotation is generally accepted by the audiences as positive (or negative) in order to create a subconscious association
Picture-perfect – creating a photograph or drawling which either literally or inferentially presents the desired image.
Self-appeal – selling an idea based on human desires for such things as safety, comfort, acceptability, pleasure, security, religion or philosophical ideals, health, personal appearance or beauty, sex appeal, or social status

From: www.annefrankonbroadway.com (The Diary of Anne Frank: The Study Guide)

Activity (30 pts)
Through magazine, television, and newspaper ads, the student will find 5 different examples of propaganda.

Student will:

Have five examples of propaganda (10 pts)
-Written description of television ad, or videotape
-cannot have more that 2 from any one media
Have five descriptions of what type of propaganda it represents (15 pts)
Explain the purpose of Propaganda (15 pts)
Mechanics (10 pts)

Questions for discussion (whole class)

1. What are the differences and similarities in these propaganda campaigns?
2. Are they equally effective?
3. What do each of these campaigns say to their targets
4. How did the Nazis use propaganda?

During Reading

Journal Questions
Anne Frank: The Diary of a Young Girl

Answer at the completion of daily reading. Support answers with diary date and page #

Day 1
June 14, 1942 through July 11, 1942 (Preface, Introduction, page 1-19)

How has Anne's life changed in the opening entries of her diary?

On June 20, 1942, Anne questions writing in her diary. She says no one would want to read. What is the irony in this statement?

Why does Anne decide to write?

How did the anti-Jewish laws affect the Franks? (3)

How did Anne's parents prepare to go into hiding? (p 14).

Does Anne Frank's language sound "old" to you or does she write like a "regular" teenager would today?

Day 2
August 14, 1942 to October 29, 1942 (19-38)

Describe the tension between Anne's family and the Van Daan's? Add to your graphic organizer

Outside the secret annex, what is happening to Anne's friends? (34)

Day 3
November 7, 1942 to December 22, 1942 (38-56)

How does Anne feel about being the youngest?

Does the fact that the Frank family celebrates St. Nicholas Day and Hanukkah surprise you. What do they do to celebrate?

Day 4
January 13, 1943 to August 9, 1943 (57-91)

Have you ever had a friend spend the weekend over at your home? How have you felt after the weekend was over? Imagine spending over two years in hiding with seven other people. How would it make you feel?
How does Anne feel?

Day 5
August 10, 1943 to February 16, 1944 (92-140)

On Thursday January 6, 1944, Anne says "Whatever you do, don't think I'm in love with Peter—not a bit!" (119). Do you think Anne is in love with Peter when she writes this or do you think she is not in love with Peter at this time?

In this section, the family hears hopeful rumors several times. What did these rumors involve?

Day 6
February 18, 1944 to March 22, 1944 (140-167)

On Tuesday March 7, 1944 (151), Anne says, "If I think of my life in 1942, it all seems so unreal. It was quite different Anne who enjoyed that heavenly existence from the Anne who has grown wise within these walls." What does Anne mean? Is Anne changing? What remains the same? .

How does Anne feel about Peter now?

Day 7
March 23, 1944 to April 11, 1944 (167-187)

Anne writes on March 23 that both Peter's parents and her parents don't understand them. Do your parents understand you?

Day 8
April 14, 1944 to May 11, 1944 (187-210)

What impact do you think the war and living in hiding has on Peter and Anne's relationship?

On July 15, 1944, Anne states: "...in spite of everything I still believe that people are really good at heart" (p 237). How do you explain this belief?

Day 9
May 13, 1944 to August 1, 1944 (210-241)

Anne writes on January 26, 1944 (218) "Again and again I ask myself..." Reread this paragraph. What is she saying? Who do you think she is feeling?

Now read the entry on August 6, how has her attitude changed?

Day 10
Epilogue and After word (243-258)

What happened to Anne and her family?

Who survived?

Why did Anne's father decide to publish her book?

After Reading

1. Do you consider Anne a courageous person? Explain.

2. Do you agree that "in spite of everything, …people are really good at heart"? Explain.

3. What did you learn about the Holocaust from reading this book?

Adapted from: http://remember.org/educate/frank.html

Character Graphic Organizer

To help students to stay organized while reading, they are to fill in a character graphic organizer. This can be used as a study guide at the completion of the novel.

Literature Circles

Introduction:

Book Talk on each book

Night

I Have Lived a Thousand Years: Growing up in the Holocaust.

Give student a choice between each book

Put into homogenous groups based on request

Review jobs and rules and routines for group work

Students begin to work:

1. Students are to decide how they are going to break the book down to read within the next 5 class periods and at home.
2. Students are to set up the schedule of jobs for each of the 5 days.

Job	Day 1	Day 2	Day 3	Day 4	Day 5
Discussion Director					
Illuminator					
Connector					
Word Watcher					
Summarizer					
Pages to read					

3. For remaining class time begin to read book

Days 1-5

Students are to work in groups following their roles. They are to have material prepared for that day, before class begins.

Assessment: Students will receive all or no credit for having their job prepared. Classmates will grade each group member's performance and contribution at the end of each class. On scale of 0-5. If there is an overall trend, points will be deducted from literature circle grade. Teacher judgment can add or subtract.

Name	Prepared	Quality of work	Participation	Attitude

After Reading Activities to Literature Circles

Task: Each student will do 5 assignments: two required, two from list, and 1 self created. **(Total 120 points)**

Required:

Map survival path of characters in books (15)

Bio Poem (20)

First Name
4 traits of character
Relative of
Lover of
Who feels
Who needs
Who would like to see
Resident of
Last Name

Choices: (30 pts each) Select two

Assemble a collection (10) of quotable quotes from the text. Explain what they are significant

Illustrate a series of three scenes from your literature circle book

Create a diorama or shadow box (three-dimensional representation of a significant scene) Write a paragraph description of why you chose the scene and how it relates to the story

Write a letter from the character in your book to Anne Frank. Remember to write as if you are the character

Interview someone who was involved in WWII.

Have at least 10 prewritten questions to give to interviewee before day of interview
Write response to questions
Write a one page response

Research some aspect of the war you found interesting. Create a brochure or poster displaying your findings

Character Report Card. You decide the subjects (5 required) and the grade. Explain reason behind the grade. Give examples from the book.

Create Newspaper reporting important events from war (Can be group project)

Must have two articles and pictures for each person
Write from point of view of people living during WWII

Found Poem

shaped from a collection of words or phrases found in text
no more than eight interesting words or phrases
read with no breaks or pauses

Act out one scene (Can be group project)

1. Describe why choose to do that scene
2. Why is the scene important
3. How does it fit into a historical context

Self Created: (25 pts)

Must be approved by teacher

After Reading Activities to Anne Frank

Guest speaker that survived Holocaust

Each student will prepare 3 quality questions to ask the speaker (10 pts)

Internet tour of Anne Frank's secrete annex

http://www.annefrank.nl/eng/af/af.html

Have students visit the annex.

See where it is located in Amsterdam

See Anne's Room

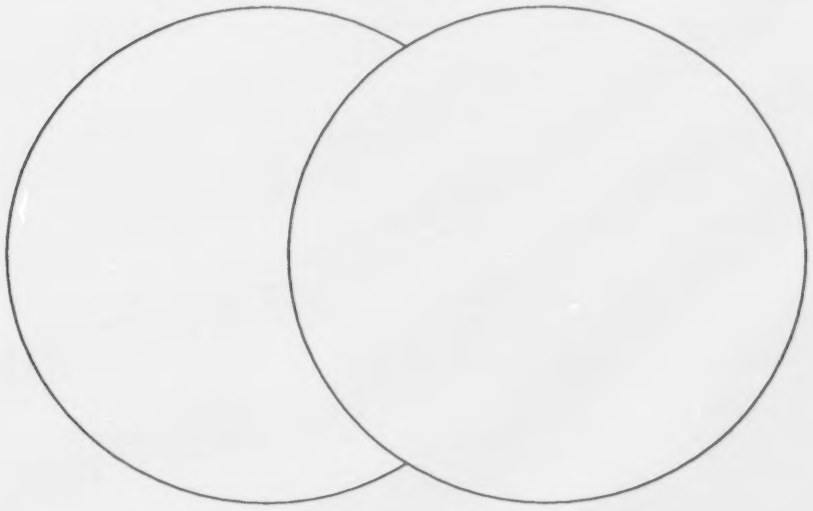
Look at the office building and rooms inside

Have students write responses. (10 pts)

How was it similar or different from what they envisioned

Venn Diagram (30 pts)

Compare and contrast protagonist in YA novel to Anne Frank



Questions about the Holocaust: Study guide (15 pts)

What was the Holocaust?

- State-sponsored, systematic persecution and annihilation of European Jewry by the Nazi Germany and its collaborators
- between 1933 and 1945
- In 1933 9 million Jews lived in Europe
- By 1945 6 million murdered
- Also targeted: Gypsies, handicapped, Poles, Soviet prisoners of war, homosexuals, Jehovah's Witnesses

Who were the Nazis?

- Short for National Socialist German Workers Party
- Formed in 1919 by unemployed German veterans of WWI
- 1921 Adolf Hitler became head of party
- Positions: anti-Communist, anti-Semitic (against Jews), nationalistic, imperialistic, and militaristic
- 1933 Hitler became Chancellor, end of democracy
- Reign of terror- atmosphere of fear, distrust, and suspicion

Why did the Nazis what to kill large numbers of innocent people?

- Nazis believed that Germans were "racially superior"
- Believed "inferior races" were a biological threat t o the purity of the "German (Aryan) Race" therefore needed to "exterminate"
- Nazis blamed Jews for Germany's defeat in WWI and economic problems

How did the Nazis carry out their policy of genocide?

- In late 1930 the Nazis killed thousands of handicapped Germans by lethal injection and poisonous gas
- Often would shoot Jews and Gypsies in open fields and ravines on the outskirts of conquered cities
- Built six extermination centers were large scale murder by gas and body disposal through cremation were conducted
- Forced in to concentrated ghettos before taking to extermination centers
- Millions died in the ghettos and concentration camps as a result of forced labor, starvation, exposure, brutality, disease, and execution

How did the world respond to the Holocaust?

- The United States, Great Britain, and other countries received news of persecution of Jews in the 1930's
- Neither country modified refugee policy to help
- 1942 intent to defeat Germany militarily took precedence over rescue efforts
- 1944 U.S. began limited efforts to rescue
- In Europe, anti-Semitism had citizens of German occupied countries cooperate with the Nazis genocidal policies.

Adapted from:

United States Holocaust Museum. (2000). Learning about the Holocaust. Retrieved April 8, 2002 from the WWW: http://www.geocities.com/Paris/5121/5questons.htm

Study Guide (Filled in) (15 pts)
Underlined words is where students need to fill in. **Bold** are vocabulary
Background notes

I. Introduction
   a. World War II dates: 1939-1945
   b. Racial war based on theory that one race of people was superior to others
   c. People who did not belong to the **Aryan** race were seen as inferior
II. Role of **Genetics**
   a. Manipulate to strengthen particular trait (Selective Breading)
   b. Not everyone values same traits
   c. The Origin of Species – Charles Darwin,
      i. Theory of natural selection
      ii. Strongest survive
   d. What is the problem with **eugenics**?
III. Why were so many Germans attracted to these extreme ideas?
   a. Country suffered after WWI
      i. Huge war debt
      ii. Country wide depression
   b. Nazis promised strength
   c. Countries problems were blamed on others (**Scapegoat**)
      i. Jews (6 million)
      ii. Others (5 million)
         1. Gypsies
         2. People with disabilities
         3. Homosexuals
         4. Serbs
         5. Jehovah's Witnesses
         6. Mentally ill
         7. Beggars
   d. **Propaganda** encouraged anti Jewish feelings- known as **anti Semitism**
IV. Jewish Laws
   a. Began in 1940
   b. Restriction of Jewish employment in Germany
   c. **Boycott** of Jewish Business
   d. Required to wear a yellow star
   e. Not allowed to use trams or ride in cars
      i. Used Bikes
      ii. Those were eventually take away as well
   f. Required to be indoors by 8:00 pm
   g. Not allowed to go to places of entertainment
   h. Could shop only for 2 hours per day
      i. Often no food on shelf by that time
      ii. Many stores did not allow Jews in

i. Special Jewish schools
j. Round-up for camps 1942

V. **Hitler**'s Instruments
   a. **Gestapo**-civil police force
   b. **SS**-the elite military corps led by Heinrich Himmler

VI. Creating a German Empire
   a. 1938- Austria and Czechoslovakia
   b. 1939-Poland (beginning of war)
   c. 1940-Control of nearly all of Western and Central Europe-except Britain and Ireland

VII. Sides of the War
   a. Axis
   b. Allies

VIII. Jewish Reaction
   a. Many fled to other countries
   b. Went into hiding (Anne Frank)
   c. Went to Labor Camp in search of work
   d. Changed Names
   e. Rebellion

Outline adapted from introduction from: Leapman, M. (1998). Witnesses to War: Eight true-life stories of Nazi persecution. New York: Scholastic.

Discussion Questions

-What was the "Final Solution" and how were its objectives carried out in places like Jewish ghettos and concentration camps?

-How did Hitler use the political climate after WWI and his prejudice towards Jews to implement his rise to power and his final solution?

-What is the importance of survivor testimonials in preventing future Holocausts?

-How are the survivor stories similar?

-Could the Holocaust happen today?

Prejudice

Discuss the following: "Prejudice can never be eliminated because it is deeply rooted in human nature? Do you agree or disagree?

What can you do to help fight prejudice in your neighborhood or school?

Discuss how prejudice and discrimination are not only harmful to the victim but also to those who practice them.

Do you think you can improve you own behavior by studying the mistakes of others?

Literature Response Questions

What emotions did you feel as you read *Night* or *I Have Lived a Thousand Years*? Why do you think it affected you that way?

After discussion Questions

How did your feelings related to the text differ from that of your group? In what ways were they similar?

-If you were Anne Frank, would you want your personal journal share with the entire world?

-Meaning of the titles: *Night* or *I Have Lived a Thousand Years: Growing up in the Holocaust*

-Why does Anne Frank's story continue to live on?
    -"a symbol transcending all cultures and ages and conveying the idea that discrimination and intolerance are wrong and dangerous

Vocabulary

Background knowledge of the time period and understanding of the vocabulary is essential before reading even the YA books and *Anne Frank: The Diary of a Young Girl.*

Students will:

- Participate in learning centers on topics to learn the vocabulary in context
- Participate in Activity Centers, where there are expert groups on the following topics:
  - Anti Jewish Laws (Yellow stars, loss of jobs, no public life)
  - Jewish traditions (Holidays, Sabbath, Passover, Rosh Hashanah)
  - Concentration/ Labor Camps
  - Ghettos (history of, Medieval times, conditions)
- Word Wall
- Vocabulary Journal

Important vocabulary to be displayed on **Word Wall** after discussion:

Adolf Hitler	Allies	Anti-Semitism	Aryan
Axis	Auschwitz-Birkenau		Concentration Camp
Final Solution	Prejudice	Discrimination	
Genocide	Hitler Youth	labor camps	Gestapo
Ghetto	Holocaust	Occupation	
Prejudice	Propaganda	Rabbi	Synagogue
Swastika	S.S.	S.A.	Third Reich
Yellow Star	Kosher		

Vocabulary journal Vocabulary will be kept in four sections:

1. Words I do not know at all
2. Words I have seen, but do not know the meaning
3. Words I think I know the meaning
4. Important words that I know the meaning.

As students read, they will locate the vocabulary we discussed in class, as well, as new words. In the Vocabulary Journal, the student will include the page number where the word is located.

Journals will be allowed for some of the vocabulary quizzes.

Assessment

Grade Break Down for Unit

	Total Points
General participation (logs/ journals) 15%	150
Participation in Literature Circles 10%	100
Quizzes on reading 15%	150
Quizzes on vocabulary/ historical concepts 15%	150
Unit test 20%	200
Activities/ Projects 25%	250

Participation

Attendance/ General attitude (20)
Completion of reading journals for Anne Frank (50)
Completion of vocabulary log (40)
Study guides (20)
Jigsaw (20)

Literature Circle Assessment: Students will receive all or no credit for having their job prepared. (10 pts/ day)
Classmates will grade each group member's performance and contribution at the end of each class. On scale of 0-5. If there is an overall trend, points will be deducted from literature circle grade. (10 pts/day)

Name	Prepared	Quality of work	Participation	Attitude

Quizzes from the reading of *Anne Frank* will come directly from the Journal Response questions.

Quizzes on Vocabulary/ Historical Concepts

Some quizzes will be open note/ vocabulary journal. This will be an incentive to keep up with the journals.

Activities each student is responsible for:

KWL Mobile	30
Propaganda	30
Prejudice	20
Follow-up Projects	170 (Lit circle projects, Venn Diagram, interview, internet tour)

Anne Frank Reading Quizzes

Quizzes will be given orally to students the following day after reading. Quizzes are worth a total of 100 pts. (Day __) indicate day to give quiz.

Sample questions:

How did the anti-Jewish laws affect the Franks? (Day 2)

Describe the tension between Anne's family and the Van Daan's? (Day 3)

How does Anne feel about being the youngest? How is she treated being the youngest? (Day 4)

How has Anne's feeling about Peter changed from the beginning to now? (Day 6)

What impact does the war and living in hiding has on Peter and Anne's relationship? (Day 8)

What happens to Anne and her family after the conclusion of the diary? (Day 11)

Quizzes on Vocabulary/ Historical Concepts

Sample questions:

What was the Holocaust?

Who were the Nazis?

Why did the Nazis want to kill large numbers of innocent people?

Who did the Nazis carry out their policy of genocide?

Who where the Axis and Allied powers?

How were genetics used as a reason for Nazi persecution?

How were the Jews a Scapegoat?

Other than Jews, what other groups were killed during the Holocaust?

What is anti-Semitism

How were boycotts intended to hurt the Jews?

Name_____ Date_____

Holocaust Unit Test

100 pts

Vocabulary: 30 pts

1. Holocaust-

2. Prejudice-

3. Discrimination-

4. Propaganda-

5. Anti-Semitism

6. Genocide-

7. Ghetto-

8. Yellow Star-

9. Adolph Hitler-

10. Aryan-

Map Locations: 10 pts

Locate: Germany, Demark, Great Britain, Poland on a map of Europe

Short Answer: 20 pts

1. Why are primary sources important to understanding history?

2. How can propaganda be used to influence opinions?

3. How did anti-Jewish laws affect the Frank family? Give 3 examples

4. List 5 thinks you learned during this unit

Essay: 40 pts

1. What was the final solution? How was it executed? (15)

2. Compare and contrast the situation the character in *Night or I Have Lived a Thousand Years: Growing up in the Holocaust* to *Anne Frank*. (15)

3. What can be done to prevent future Holocausts? (10)

Books and Materials:

Books used in Unit:

Classic:

Anne Frank: The Diary of a Young Girl

Literature Circle Books:

Bitton-Jackson, L. (1997). I have lived a thousand years: Growing up in the Holocaust.New York: Scholastic.

Wisel, E. (1986). Night. New York: Bantam Books.

Resources:

Adler, D. (1989). We remember the Holocaust. New York: Scholastic.

Daniels, H. (1994), Literature Circles: Voice and Choice in the Student-Centered Classroom. York, ME: Sternhouse Publishers.

Dinnerstein, L. (1982) America and the survivors of the Holocaust. New York: Columbia University Press.

Korenblit, M, & Janger, K. (1995). Until we meet again: A true story of love and survival in the Holocaust. New York: Scholastic.

Leapman, M. (1998). Witnesses to War: Eight true-life stories of Nazi persecution. New York: Scholastic.

Pettit, J. (1993). A place to hide: True stories of Holocaust rescues. New York: Scholastic.

Rubin, S. (2000). Fireflies in the dark: The story of Friedl Dicker-Brandeis and the children of Terezin. New York: Scholastic.

Schumacher, J. (2000). Voices of the Holocaust. Logan, IA: Perfection Learning Co.

Picture books

Bishop, C. Twenty and Ten.

Bunting, E. Terrible things: An allegory of the Holocaust.

Innocenti, R. Rose Blanche.

Katz, K. (1999) The colors of us. New York: Scholastic

Oppenheim, L. The lily cupboard: A story of the Holocaust.

Additional Young Adult Novels

Britton-Jackson, L. (1999). My bridges of hope: Searching for life and love after Auschwitz. New York: Scholastic. {Sequel to I Have Lived a Thousand Years}

Reiss, J. (1972). The Upstairs Room.

Spiegelman, A. (1986). Maus: A survivors tale.

Winter, K. (1998).Katarina. New York: Scholastic.

Internet Sites/ Resources

Anne Frank- Teacher Workbook
www.uen.org/utahlink/lp_res/AnneFrank.htm/

The Diary of Anne Frank: The Study Guide
http://www.annefrankonbroadway.com

Holocaust Pictures Exhibition
http://www.fmv.ulg.ac.be/schmitz/holocaust.html

Internet tour of Anne Frank's secrete annex
http://www-th.phys.rug.nl/~ma/annefrank.html

The Ghettos
http://fcit.coedu.usf.edu/holocaust/timeline/ghettos.htm

We Remember Anne Frank: Teacher's Guide (Scholastic)
http://teacher.scholastic.com/frank/tguide.htm

Barkowitz, D. (1992). The truth about Anne Frank. Twelve hour class outline. Retrieved April *, 2002 from the WWW: httP://remember.org/educate/frank.html

Friends of the Anne Frank in Utah and the Intermountain West Region. Anne Frank in the world, 1920-1945: Teacher Workbook. Retrieved February 28, 2002 from the WWW: http://www.uen.org/utahlink/lp_res/Anne Frank.html

Shanked, E. (2000). Holocaust. Study guide (SG)#1. Retrieved April 8, 2002 from the WWW: www.u.arizona.edu/~shanked/Holocaust/study-guides/SG1.html

United States Holocaust Museum. (2000). Learning about the Holocaust. Retrieved April 8, 2002 from the WWW: http://www.geocities.com/Paris/5121/5questons.htm

Night by Eli Wiesel Sites

http://www.sdcoe.k12.ca.us/score/night/nighttg.html

http://www.bellmore-merrick.k12.ny.us/night.html

http://www.cabrillo.cc.ca.us/divisions/english/engl/kdemeter/revnight.html

Adaptations/ Additions to Unit

Watch a play of *Anne Frank*

Compare and contrast

Differences in play from book: Margot and Peter are interested in each other, Anne get diary while in hiding, hiding above a spice factory

Read a *Anne Frank* in the form of a play

Health lesson

Nutrition

Discuss food eaten in camps and by Anne Frank in hiding

Diseases related to poor diet:

Malnutrition…

Learn about diseases and where they occur in the world today

CS 511 200

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